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ABSTRACT

The overall goal of the Chapter 1 Child-Parent Interaction Program is to increase the language skills of educationally disadvantaged preschool and kindergarten students. The program's attributes for success are as follow: (1) clear goals and objectives; (2) coordination with regular school programs; (3) parent/community involvement; (4) professional development and training; (5) strong leadership; (6) appropriate instructional materials, methods, and approaches; (7) high expectations for student learning and behavior; (8) positive school/classroom climate; (9) maximum use of academic learning time; (10) closely monitored student progress; (11) regular feedback and reinforcement; (12) excellence recognized and rewarded; and (13) evaluation results used for project improvement. Achievement results exceeded the results of prior years for the preschool and kindergarten children enrolled in the Child-Parent Interaction Program of the West Bend (Wisconsin) Joint School District. Although the preschool mean change scores were relatively consistent over the last three years, the class percentile rank for the children on the Peabody Picture Vocabulary Test, prior to their participation in the program, had declined from the twentieth percentile to the thirteenth. Therefore, the expected gains in terms of mean change scores were obtained despite the lower entrance scores of the children. Data tables and diagrams showing program-related materials supplement the text. (LHW)

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Child-Parent Interaction

Preschool-Kindergarten Program

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CHAPTER 1 PROJECT IDENTIFICATION PROGRAM

COVER SHEET

Local Superintendent's or Chief Operating Officer's Name (Mrs., Miss, Ms., Mr., Dr.)

Dr. Dwain Ehrlich

Education Agency's Name West Bend Joint School District

Address 697 South Fifth Avenue

West Bend

Wisconsin 53095

Telephone Number (414) 338-5413 Congressional District(s) 9

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Dwain Ehrlich
Superintendent's Signature

Date 1/20/86

Chapter 1 Coordinator's Name (or other official responsible for project administration) (Mrs., Miss, Ms., Mr., Dr.)

Ms. Paula Ibsen, Director of Government Programs

Address 697 South Fifth Avenue

West Bend

Wisconsin 53095

Telephone Number (414) 338-5422

Date of most recent SEA on-site review of project May 1984

I have reviewed the information contained on this form and, to the best of my knowledge, it is accurate.

Paula Ibsen
Chapter 1 Coordinator's Signature

Date 1/20/86

State Wisconsin

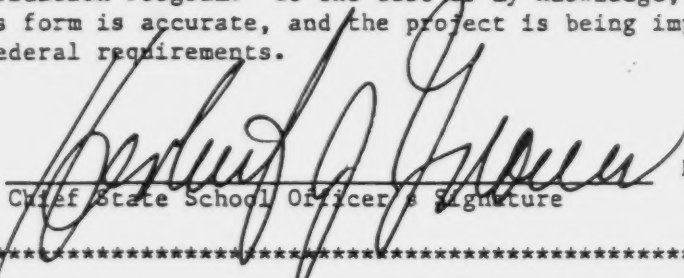
Chief State School Officer's Name (Mrs., Miss, Ms., Mr., Dr.)

Dr. Herbert J. Grover

Address Wisconsin Department of Public Instruction
General Executive Facility III
125 South Webster - P.O. Box 7841
Madison, Wisconsin 53707

Telephone Number (608) 266-1771

I hereby nominate this project for consideration under the Chapter 1 Project Identification Program. To the best of my knowledge, the information contained in this form is accurate, and the project is being implemented in compliance with Federal requirements.



Chief State School Officer's Signature

Date 2/20/86

Name and Title of Person(s) completing form

Paula Ibsen, Director of Government Programs

Jane Weber, Teacher

Barb Neuville, Teacher

Ia. DISTRICT INFORMATION

(Complete if project operates in a local school district, unless project is a State administered migrant program. State agency programs should be described on the next page.)

A. District Name West Bend Joint School District

Name of Contact Person Paula Ibsen, Director of Government Programs

Telephone Number (414) 338-5422

B. Descriptive Information for the 1984-85 school year.

- | | | |
|---|-------------------------------|--------------------------------|
| 1. Total district enrollment | <u>Public</u>
<u>6,145</u> | <u>Private</u>
<u>1,623</u> |
| 2. Total number of classroom teachers | <u>Public</u>
<u>401</u> | <u>Private</u>
<u>78</u> |
| 3. Grades or equivalent education span of district | <u>Pre-K - 12</u> | |
| 4. What is the racial/ethnic composition of the student body in your district/agency? | | |

<u>0</u>	% American Indian or Native Alaskan
<u>1</u>	% Asian or Pacific Islander
<u>0</u>	% Hispanic
<u>0</u>	% Black, not of Hispanic Origin
<u>99</u>	% White, not of Hispanic Origin

5. Total population in school district 43,484
6. In general, how would you classify the district?
Rural _____ Small town X
Suburban _____ Urban _____
7. What percentage of the students in your district comes from low-income families? 5.84% (Please indicate how you determined this number.)

The AFDC figures and free hot lunch statistics were used to determine the number of low-income families.

8. Please describe briefly any significant changes that have occurred in these student figures during the last 3-5 years.

A significant change in the last two years has been the increase in the number of kindergarten children enrolled in the district,

Ib. STATE AGENCY PROGRAM INFORMATION

(Complete if project is operated by a State agency.)

A. Agency Name _____

Name of Contact Person _____

Telephone number () _____

B. Type of Agency

State Educational Agency _____

State Institution/Delinquent _____

State Institution/Neglected _____

State Institution/Handicapped _____

Other (Specify) _____

C. Descriptive Information for the 1984-85 School Year

1. Number of institutions participating in State agency
program _____

2. Number of institutions participating in the nominated
program _____

3. Total number of classroom teachers _____

4. Grades or equivalent span of participating institution(s) _____

5. What is the racial/ethnic composition of the student body in the
institution(s)?

_____ % American Indian or Native Alaskan

_____ % Asian or Pacific Islander

_____ % Hispanic

_____ % Black, not of Hispanic Origin

_____ % White, not of Hispanic Origin

Ic. PROJECT INFORMATION

(Everyone must complete this section.)

A. Project Title: Child-Parent Interaction Program

B. Program Category

Basic Grants to LEA X
Migrant Education Section 141
Section 143
Neglected/Delinquent
Handicapped

C. Area(s) of Service Submitted

Reading
Mathematics
Oral Language X
Other Language Arts X
Other (Specify)

D. Number of children participating from public school(s) 70
and nonpublic school(s) 15

E. Grade level(s) or equivalent span of children receiving project
services PreK - Kdgn

F. Number of staff in the Chapter 1 project. teachers 2
(Home Instructors)aides 4
volunteers

Describe the average educational (level) background, e.g., degree,
experience, training of the teachers and education aides in the
Chapter 1 project.

The two teachers have degrees in Early Childhood Education. The
educational level of the four Home Instructors ranges from a Child Devel-
opment certificate from the technical school, to a four-year degree in
Elementary Education.

G. School year(s) for which this project is being nominated
(must include school year 1984-85). 1984-85

H. Estimated Chapter 1 annual per pupil cost to conduct this
project in school year 1984-85. \$1,070.00

I. What are the primary educational needs of the particular group of
students served by your Chapter 1 project? Please indicate how these
needs were determined and whether there are ongoing procedures for
reviewing their relevance.

(Use additional sheet if necessary.)

PRIMARY EDUCATIONAL NEEDS

-82% of the Chapter I preschool children scored below the 30th percentile
on the Peabody Picture Vocabulary Test (Receptive Language)

-66% of the Chapter I preschool children scored below the 24th percentile
on the West Bend School District Early Childhood Screening Expressive
Language Test.

I. PRIMARY EDUCATIONAL NEEDS (Continued)

- 71% of the Chapter I preschool children scored below the 24th percentile on the West Bend Joint School District Early Childhood Screening Readiness Test.
- The three greatest areas of need on the Needs Assessment form completed by kindergarten teachers were: understanding language concepts, auditory memory skills and following directions.
- 50% or more of the identified Chapter I kindergarten children scored below the 24th percentile on the listening test, visual matching test and pre-reading composite score on the Metropolitan Readiness Test.

J. Describe how students are selected for the Chapter 1 project.

Preschool children who scored below the 29th percentile on the West Bend Joint school District Early Childhood Screening were selected to participate in the Chapter I project.

Kindergarten children who scored below the 22nd percentile on the Metropolitan Readiness Test were selected to participate in the Chapter I project.

K. List the names of the schools or institutions participating in the Chapter 1 project, and if it is an LEA project, the percentage of children from low-income families for each school during school year 1984-85.

(Use additional sheet if necessary.)

<u>Name</u>	<u>% of children from low-income families</u>
<u>Barton Elementary</u>	<u>6.52%</u>
<u>Decorah Elementary</u>	<u>6.23%</u>
<u>Fair Park Elementary</u>	<u>5.91%</u>
Green Tree Elementary	5.88%
McLane Elementary	5.99%
Jackson Elementary	6.06%
Holy Angels Elementary	---
St. Frances Cabrini Elementary	---
St. Mary's Elementary	---
St. John's Elementary	---

II. PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. CLEAR PROJECT GOALS AND OBJECTIVES

The overall goal of the Chapter I Child-Parent Interaction Program is to increase the language skills of educationally disadvantaged preschool and kindergarten students. The goal was developed as a result of information obtained from the West Bend Joint School District Early Childhood Screening (preschool), Metropolitan Readiness Test results (kindergarten), Kindergarten Needs Assessment, and research on children four and five years of age. The goal is communicated to the parents via the introductory meeting with the teacher and throughout the year during the home lessons. The children are likewise continually made aware of the goal of increasing language skills through the home lesson activities. A brochure has been developed to disseminate this information to the regular classroom teachers, principals, and other members of the community.

To assure that the objectives of the Child-Parent Interaction Program are attained and reinforced, student progress is monitored on the West Bend Joint School District Chapter I Child-Parent Interaction Checklist (Diagram A). For preschool children the checklist information is reviewed on a weekly basis by the Chapter I home instructor, teacher, and parent. In the case of kindergarten students the checklist information is reviewed by all of these people on a weekly basis and monthly by the kindergarten teacher. The children are also pre and post tested each year to determine if the overall goal of the program has been met.

DIAGRAM A Sample page from the Chapter I Child-Parent Interaction Checklist

		READING		Initial Testing		Completion Test	Retest Dates	Comments
Age Level	Page	Objective		+	-			
3 - 4	1.	Repeats finger plays with words and actions						
	2.	Describes two events or characters from familiar story or TV show						
	3.	Recognizes own first name when written on letters, name tag						
	4.	Matches sequence or pattern of blocks or beads						
	5.	Carries out a series of two related directions						
4 - 5	6.	Repeats rhyme patterns						
	7.	Places 3 picture story cards in correct sequence and then tells the story						
	8.	Tells familiar rhymes and stories in correct sequence with picture cues						
	9.	Indicates which object is missing from a set of three objects previously shown						
	10.	Names each letter in first name when shown to the child						
	11.	Upon hearing a one syllable word can say a word that rhymes						
	12.	Carries out a series of three directions						
	13.	Names familiar environment sounds						
	14.	Names four objects seen in a picture viewed previously for twenty seconds						
	15.	Uses before and after appropriately						
5 - 6	16.	Can supply what comes next in a pattern						
	17.	Places four picture story cards in correct sequence and then tells the story						
	18.	Tells a familiar story without picture cues (includes 5 main facts in correct sequence)						
	19.	Creates a story when shown a picture						
	20.	Completes tasks using left to right - - top to bottom progression						
	21.	Verbally spells first name without visual cues						
	22.	Can find small word in larger word						
	23.	Names each letter in last name when shown to child						

2. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS

To assure that the overall instructional goals of the Child-Parent Interaction Program complement the instructional goals of the regular school curriculum, the Chapter I

staff meets at a minimum on a monthly basis with each kindergarten classroom teacher. The kindergarten classroom teachers also provide input on the Chapter I Child-Parent Interaction Checklist during the project evaluation each Spring. The district early childhood committee which reviews the district goals, philosophy, curriculum, etc. includes regular kindergarten teachers, principals, the Chapter I preschool teacher and the Chapter I kindergarten teacher.

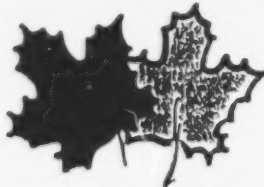
Opportunities to plan and coordinate content and skills instruction between the Chapter I teachers and the regular classroom teachers take place through a.) the district early childhood committee, b.) inservice sessions, c.) monthly personal contacts between Chapter I and regular classroom kindergarten teachers, and d.) observations of regular kindergarten and preschool classrooms by the Chapter I staff.

Other procedures that are followed to assure that the Chapter I program is coordinated with the regular school program and special programs include sending copies of the various regular kindergarten curriculums to the Chapter I teachers, inviting Chapter I teachers to curriculum meetings, sending copies of the revised Chapter I checklist to the kindergarten teachers annually, forwarding the cumulative folders and report cards to the kindergarten teachers, and observing the other preschool and kindergarten classrooms in the district.

3. PARENT/COMMUNITY INVOLVEMENT

Parents and other community members are involved in the planning, implementing, evaluating, and support of the Chapter I program by the monthly parent meetings, the Parent Advisory Council, and Silver Maple Leaves newsletter which is sent to parents and various community organizations (Diagram B). Local businesses have also donated time and materials to the program (Dentist, Fire Department).

DIAGRAM B Sample pages from the Silver Maple Leaves newsletter.



Silver Maple Leaves

Volume 4, No. 26

CHAPTER I/HEAD START NEWSLETTER

Spring, 1993

(Silver Maple Leaves is a publication of the federally funded Chapter I and Head Start Programs in the West Bend Joint School District.)

Editor - Jane Weber

BEING A PARENT

Being a parent, you may have found, is one of the hardest jobs in the world. It places constant demands on your time and patience. The pressures can be overwhelming. These pressures can make you feel frustrated, irritated, overwhelmed and helpless - all normal feelings. The word for these feelings today is STRESS.

Some stress relievers:

- When you feel overwhelmed with stress and need to take down, here are some tips....
- Designate deeply or count to ten. Put your child in a safe area and go outside or to another room for a few minutes.
- Lie on the floor with your feet up on a chair. Place a cool cloth on your face and think of a peaceful scene. Stay for five minutes.
- Stop. Try to think what is making you so angry. Is it children, or is it something else? Are you taking your frustrations out on them?
- Designate a place, even a chair or a corner, as a "time-out" spot where you can go whenever you are feeling your temper. Designate a safe, separate place for your child. When you are cool and relaxed, tell your child what s/he can do.

Barbara Newville
Head Start Program
Coordinator



PRESCHOOL PARENTS!

"Hi!" Someone from Chapter I practically ordered a Magic Mirror from the Sea Larks - it was backordered and I don't know who it belongs to! If it's yours, please let us know.
Ms. Weber

CHAPTER I CONFERENCE

In March 1993 and 1994 the Wisconsin Department of Public Instruction, Cooperative Educational Service Agency 2 (Madison), and public school districts in the southwestern part of the state sponsored a Chapter I conference at the Durston Inn, Madison.

The following members of the Silver Maple Chapter I staff attended: Barbara Newville, Sally Wray, Susan Kist, Sandy Locke, Jani Stowers, Barb Perkins and Doris Huson. A benefit was set up showing various activities the staff uses in working with their students and a slide presentation explained our program. We were also able to view books and examine learning materials used by other school districts. Sectional meetings dealing with parent involvement, behavior management, remedial math, storytelling and reading were also attended.

More than 400 area parents and teachers attended the conference which lasted all various ways children can benefit from Chapter I programs.

Barbara Newville
Chapter I Teacher

APRIL PARENT MEETING

On April 26, Barbara Newville, a Speech/Language Program Support Teacher for the West Bend School District, was the featured speaker of our monthly parent meeting.

Mrs. Newville offered many helpful suggestions to aid parents in developing their children's language skills. She emphasized the importance of parent involvement in simple daily activities with their children through conversation and listening.

The "Don't Forget" handout was one of many that Mrs. Newville had available. She suggested that it be hung in a place where a parent could easily see it. It is to serve as a reminder of the ways that parents can help their children develop language skills. The parents who missed the meeting, the "Don't Forget" list is reprinted here.

DON'T FORGET...

- 1 Talk about things you do
- 2 Talk about places you go
- 3 Answer questions
- 4 Listen to your child
- 5 Read and talk about books
- 6 Tell stories together
- 7 Play games with your child
- 8 Play word games together
- 9 Pretend with your child
- 10 Praise your child

Sally Wray
Chapter I Project
LEARN Teacher



Silver Maple Leaves

West Bend Joint School District
697 South Fifth Avenue
West Bend, WI 53095

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The parents are actively involved in the home lessons. They observe the home instructor, practice teaching the task and appropriately reinforcing their child under the guidance of the home instructor, and then follow the activities on the Parent Activity Chart during the week (Diagram C). The parents provide daily academic instruction for the child and then evaluate the activities. The parents also assist in the preschool group sessions as classroom aides. Parent involvement in instruction is fully described under attribute number six in this report.

DIAGRAM C Parent Activity Chart

NAME Sara Jones X - Completed objective for the day
 DATE October 7 O - Did not complete objective for the day
 INSTR. Mary Walker - - Home homework was not worked on that day. List reason.

Please have activity chart available on the day of the home visit.
 Fill in each day some kind of a mark to let the teacher know where the child stands in learning.

DESCRIPTION OF ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Tell a story with at least 3 sentences	X	X	X	X	O	O	X
Name 4 things that belong to a group (animals, foods, vehicles)	X	X	X	X	X	X	X
listen to a story every night	X	X	X	X	X	X	X
Name the letters P and W when shown	X	X	X	X	X	X	X
Print first name	O	X	X	X	O	X	X

The parents have the opportunity to discuss their child's education at the semi annual parent conferences and during every home lesson. They are informed of district objectives through the checklist, and discuss with the home instructor techniques for teaching the objectives as they cooperatively develop the Parent Activity Chart activities. In regard to broader program decisions, the parents provide input during the Chapter I parent meetings.

4. PROFESSIONAL DEVELOPMENT/TRAINING

Staff development activities planned for the Chapter I staff include weekly staff meetings each Monday from 8:00 to 9:00, weekly individual meetings between the Chapter I teachers and the home instructors which they supervise, the State Chapter I Fair and the Early Childhood Convention. All teachers and home instructors are invited to participate in the state workshops. Each Chapter I teacher participated in an eight week, 3.5 hour per week, 'Effective Instruction' course during which they learned strategies which have a positive impact on student achievement (time on task, task analysis, questioning techniques, etc.) based on current research by Lawrence Lezzotte, Madeline Hunter, Ron Edmonds and others. The home instructors in the Chapter I program have also participated in a one day workshop which summarized the effective instruction techniques.

The Chapter I staff has the opportunity to become more knowledgeable about early childhood education, Chapter I, and education for disadvantaged students through the State Chapter I Fair, Early Childhood Convention, 4 C's classes, CEU classes (staff improvement) offered by the school district and other district inservice sessions.

5. STRONG LEADERSHIP

The West Bend Joint School District has implemented an instructional improvement model which requires active involvement by the administrators in observing and assessing the instructional techniques of the staff. The Chapter I Director and the Chapter I staff are involved in the instructional improvement process.

Communication between the Chapter I staff, Chapter I Director and the principals takes place during informal, individual meetings; the district principal meetings, the district early childhood committee meetings, exchange of the various school newsletters and the Chapter I Silver Maple Leaves newsletter; and various district inservice activities.

To rally support for the Chapter I program from the different constituencies in the school district, information is disseminated about the program. For example, the Silver Maple Leaves newsletter is sent to various agencies in the community. The West Bend News and Milwaukee Journal in the past have been informed of the programs and as a result newspaper articles were written describing the unique Child-Parent Interaction program being operated by Chapter I (Diagram D). Radio talk shows were also presented on the Child-Parent Interaction Program.

DIAGRAM D Support of the Child-Parent Interaction Program As Evidenced by local and Regional Newspaper Articles



THE WEST BEND NEWS

Teachers make house calls for pre-schoolers who need help

By MARIE RANDLEY
West Bend News
 Teachers are making house calls in West Bend to help pre-schoolers who are having difficulty in school. The program is a result of a meeting between parents and teachers, and it is designed to help children who are having difficulty in school. The program is being implemented in the West Bend area.

The whole focus of the program is parental involvement — Paula Isen, program coordinator

Teachers make house calls to help pre-schoolers who are having difficulty in school. The program is a result of a meeting between parents and teachers, and it is designed to help children who are having difficulty in school. The program is being implemented in the West Bend area.

THE MILWAUKEE JOURNAL

Parents Join in Teaching Offspring



In the Friday group session, teacher Anne Schaffenburg and the kids play color bingo. A parent, Roger Rosenbaum, helps out.



West Bend — Marie Isen, who lives on the edge of town, is a mother of two children, a boy and a girl, both of whom are in the West Bend school system. She is a member of the West Bend Chapter I program, which is a result of a meeting between parents and teachers, and it is designed to help children who are having difficulty in school. The program is being implemented in the West Bend area.

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6. APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES

The central feature of the Chapter I Child-Parent Interaction Program is the one hour home lesson, during which the home instructor works with the child on his/her specific language development needs. The preschool and kindergarten home instructors model teaching behaviors for the parents who observe the lessons. The parents then perform follow up activities during the week. The preschool children receive a biweekly home lesson and attend a two and one half hour group session taught by the teacher with the assistance of the home instructor on a weekly basis. The kindergarten children receive a weekly home lesson the half day that they are not attending school.

In the Child-Parent Interaction Program, the Chapter I teachers are responsible for identifying the needs of the children, writing the Personalized Education Plans, and developing the lesson plans for the home lessons and the preschool group sessions. The Chapter I teachers meet weekly with the home instructors to cooperatively write the lesson plans and to discuss the instructional strategies. The teachers observe the home instructors during home lessons to monitor their appropriate use of the 'effective instruction' techniques described previously. The teacher provides training for the home instructors (modeling of appropriate teaching strategies, workshops, etc.) when a need is identified.

One feature which is unique to the Chapter I Child-Parent Interaction Program is the training and involvement of parents in the teaching process. Research seems to indicate that this direct relationship with the parents has an effect on the immediate and long term educational gains of the child (Bronfenbrenner 1974, Gordon 1972 & 1973, Levenstein 1972, Gilmer et al 1970, Karnes et al 1969, Radin 1969 & 1972, Stanford Research Institute 1971, Smith 1968, Klaus and Gray 1968). In such a model the parents recognize their role as a teacher and learn the instructional skills necessary for effective learning.

A novel aspect of the Child-Parent Interaction Program is that it offers evening lessons. Through the development of the program, working parents expressed a desire to participate in home lessons with their child during the evening hours. This recent addition to the program has been successful according to parent comments and the number of completed lessons.

Another unique feature at the kindergarten level is that public and private school children are not adversely affected by the common Chapter I problems of being pulled out of their regular classroom or private school children having to walk to the public school for services. All children are provided the Chapter I individual home lesson on the half day they are not attending kindergarten.

Materials, methods or approaches are based solely on student needs. Individual needs of preschool children are identified on the West Bend Joint School District Early Childhood Screening, the Circus Say and Tell test, and the monitoring process utilizing the Chapter I Child-Parent Interaction Checklist. The individual needs of each kindergarten child are identified from the results of the Metropolitan Achievement Test, the Circus Say and Tell test, the Circus Finding Letters and Numbers test, data from the regular kindergarten teacher, and the Chapter I Checklist monitoring process. The teacher then develops a Personalized Education Plan and

records the information on the child's Checklist. For any specific checklist objective on which the student may be working, the home instructor refers to the corresponding activities book to note various materials and instructional methods to use. She then selects the method and materials which help the student learn the objective in the most effective, efficient manner possible. The selected materials such as books, number games, language activities, etc. are left in the home for the parent and child to use during the week.

Materials range from an Apple II computer with preschool software to everyday objects in the home. The staff obtained information on possible materials from the regular kindergarten classroom teachers, parents, Early Childhood Conference, Chapter I workshops, and various vendors. Materials were selected based on their possible utility in teaching of one or more objectives on the Child-Parent Interaction Checklist. Items most often used are those which assist the students in learning the language objectives on the checklist. Although the staff uses and models for the parents all of the 'effective instruction' principles, the methods most often utilized are positive reinforcement, modeling, and task analysis.

Objectives dealing with the development of study skills are included on the Child-Parent Interaction Checklist. In addition, the students and parents are taught and reinforced for the tasks of a.) identifying specific behaviors which need to be learned, b.) developing an activity for teaching the behavior, and c.) practicing the behavior on a regular basis and noting the progress, via the parent activity chart.

All children receive an individualized home lesson. Which one of the three preschool group instruction sessions the child attends is necessarily determined by the bus routes. The manner in which the children are grouped for instruction during the preschool class is determined by their performance on the checklist. Needs documented on the checklist, which are common to most or all of the children in the class, are the basis for which the preschool lesson plans are developed and for how the children are grouped.

In that the instruction is primarily on a one to one basis through a home lesson, the instructor and parent become very knowledgeable about which objectives the child has mastered, which need additional appropriate practice and which objectives are too difficult at that particular time. In that all of this information is recorded on the checklist, the instructor can plan a lesson accordingly that includes both new, challenging activities and activities which simply need to be reinforced. If a particular activity became too difficult for the child, the instructor would conduct a quick task analysis and immediately introduce a skill that is at the next lower level of difficulty.

To determine whether the materials, methods, and approaches used with the children remain effective over time, the children's progress is continuously assessed on the checklist, personalized education plan, pre-post tests, and sustained gains data. If a particular child or the children in the Chapter I program as a whole do not reach the PEP's or program goals, the staff reviews the materials, methods, and approaches and makes appropriate changes.

7. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

Students are encouraged to participate in activities through the regular school program that will be challenging through a coordinated effort between the Chapter I staff and the regular kindergarten teachers. The regular kindergarten teachers keep the Chapter I staff abreast of what objectives will be covered in their classrooms during the ensuing week. The Chapter I staff can then determine whether or not their students have the necessary background skills to complete the regular kindergarten classroom tasks. If a particular child does not have the necessary skills, the Chapter I instructor will provide appropriate practice so that when the task is presented in the kindergarten classroom the child is better prepared thereby enhancing his/her confidence and desire to participate.

The Chapter I staff communicates positive expectations about achievement and behavior to Chapter I students through continual use of positive reinforcements (verbal) when the particular learned behavior is displayed, through the marking of an objective on the checklist when the child has accomplished it, and through the parents' rewards and placement of 'checks' on the parent activity chart. The regular classroom teachers are kept informed on a weekly basis of what skills the child has achieved and on which objectives he/she is currently working. The regular classroom teacher in turn, reinforces the child for the accomplishment of an objective through praise, written notes to the child and parent, etc.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

Chapter I activities take place through home lessons and preschool group sessions. The climate of the home lessons and group sessions is task oriented and filled with a great deal of positive reinforcement. Once again the 'effective instruction' techniques of appropriate praise, discipline with dignity, and teaching to the objective are used to keep the lessons orderly yet fun and rewarding.

The Child-Parent Interaction Program's structure directly fosters the development of sound character and ability to work in a self-disciplined and purposeful manner. The Child-Parent Interaction Checklist includes such objectives as a.) attends to story at least ten minutes, b.) maintains eye contact when listening or talking to an adult, c.) apologizes, when necessary, without a reminder. The teacher, home instructor and parent develop activities for the Parent Activity Chart to meet any needs a child may exhibit in this area. (Example: A child who has difficulty remaining on-task would have an activity on the Parent Activity Chart to complete a four minute assignment without interruption during one week and if successful the activity would be lengthened to five minutes the following week.)

The newspaper articles, superintendents "good news" announcements during the televised school board meetings, and dissemination of evaluation results, help to foster pride and high morale among the students and staff. The purposely designed activities such as inclusion of a parent and child's success story in learning a difficult task, and the unplanned activities such as the staff and parents being requested to present the successful Child-Parent Interaction Program at a Kiwanis meeting, increase the students', parents' and staff members pride in achievement.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

To maximize time on task the Chapter I staff utilizes the following techniques: a.) distracting objects (toys, turned on television, interfering siblings) are removed from the lesson area in the home, b.) on task behavior is rewarded, c.) off task behavior is eliminated by ignoring, reshaping of the behavior, or negative reinforcement depending on the particular behavior, and d.) students are provided activities at or just above their instructional level to reduce the likelihood that the child will get off task.

The Child-Parent Interaction Program ensures that instruction is reinforced either independently or with the parents. Students are requested to complete the activities listed on the Parent Activity Chart with their parents. The activities are a direct result of the lesson which was previously completed with the home instructor and in the case of kindergarten students, were also based on kindergarten classroom work. The child and parent need to record how often they worked on the activity and what were the results. The accuracy of the information the parent and child record on the Parent Activity Chart is monitored when the home instructor conducts the subsequent lesson and observes the child perform the tasks assigned the previous week.

10. CLOSELY MONITORED STUDENT PROGRESS

Student progress in the Chapter I project is monitored via a.) the Child-Parent Interaction Checklist, b.) the Personalized Education Plan, c.) Parent Activity Charts, and d.) observations by the parent, Chapter I Instructor, and kindergarten teacher. Overall progress for the year in preschool is monitored by the West Bend Joint School District Readiness Test, Peabody Picture Vocabulary Test, and Circus Say and Tell test. Overall progress for kindergarten children is monitored on the Circus Say and Tell and Circus Finding Letters and Numbers tests. Information from the ongoing progress records such as the checklist is also examined and summarized yearly.

11. REGULAR FEEDBACK AND REINFORCEMENT

Students are continuously informed about their progress in the Chapter I project through the home lessons. The student is aware of objectives on which he/she is working and together with the parent or instructor marks progress on the objective on the Parent Activity Chart and the Child-Parent Interaction Checklist.

Feedback on student progress is provided to parents on a weekly basis through the home lesson. Parents receive a copy of the checklist and the Personalized Education Plan which is revised three times per year. Meetings are scheduled no less than once a month with each kindergarten teacher to review the student's progress. The Chapter I teacher also participates in the school district parent-teacher conferences scheduled by the regular kindergarten classroom teacher semiannually.

12. EXCELLENCE RECOGNIZED AND REWARDED

For young children, the Chapter I staff is extremely hesitant to recognize student progress and achievement by comparing the child to the rest of the class. Therefore, all of the preschool and kindergarten Chapter I children are rewarded for progress on their individual objectives. Rewards come in the form of praise and hugs. Parents are also praised for helping their child achieve an objective.

Outstanding teaching by the staff is recognized on the annual staff evaluation and through informal comments from the supervisors. Review of the student test scores and parent evaluations at the end of the year, are a means of reinforcement for the staff. The West Bend School District has also recently implemented a Teacher Incentives Project which rewards outstanding teaching with mini grants, teaching incentives projects, opportunities to become mentors, and an abundance of publicity in the community.

13. EVALUATION RESULTS FOR PROJECT IMPROVEMENT

To evaluate the effectiveness of the Chapter I project design, each year the Chapter I staff obtains information on student achievement, and parent satisfaction with the program. At the end of each program year, all kindergarten teachers in the district have an opportunity to suggest changes on the checklist and make comments about the program. The 1984-85 program year evaluation comments from the regular classroom kindergarten teachers are listed below:

"P.E.P.'s (Personalized Education Plans) are great!"

"I like the scheduled time for meeting with the Chapter I teacher and home instructor."

"I am glad to see classroom teacher's opinions accepted in the selection process."

"I like the comprehensive checklist."

"Classroom observations made by Chapter I staff of Chapter I children are helpful."

"I appreciate knowing these children are receiving additional one-to-one instruction on a weekly basis."

"I have seen much progress in these children."

"I felt an avenue was made for back and forth input for the children's benefit."

"The children have come a long way through our combined efforts."

The most recent evaluation was completed during the 1984-85 school year. The preschool children were pre and post tested for achievement on locally developed and standardized tests. The kindergarten Chapter I students were pre and post tested on the Circus Say and Tell and Circus Finding Letters and Numbers instruments. Parents of the preschool and kindergarten Chapter I students were given a survey from which the Chapter I staff obtained data on the parents opinion of the effectiveness of the program. The student evaluation instruments and parent survey are administered annually.

Parents and other community members are informed about the project's effectiveness through observing the home lessons, reports in the project newsletter 'Silver Maple Leaves', announcements by the Superintendent at televised school board meetings, articles in local newspapers, and numerous informal meetings.

During the 1975-76 school year, the West Bend Joint School District began operating the Child-Parent Interaction preschool program in addition to an existing group preschool program. During the following four years achievement results were compared between the group preschool programs and the Child-Parent Interaction preschool program. The Child-Parent Interaction preschool results consistently showed greater gains than the group preschool results. After reviewing possible reasons for this difference, the district opted to offer the Child-Parent Interaction program to all Chapter I preschool children rather than continuing to operate both types of programs.

Another example of the way in which evaluation results have been used to improve the design of the Chapter I project involves the annual review of the parent survey. From the 1978-79 through 1983-84 school years, 63% of the parents answered yes to the statement "I take adequate time to work with my child, as much as the instructor seems to want." During the 1984-85 school year an extra emphasis was placed on assuring that parents understood how often the staff wanted them to work with their child and reinforcing them if they did in fact work with their child the desired amount of time each week. As a result, on the 1984-85 school year survey, 83% of the parents answered yes to the statement. The staff also placed special emphasis on assuring that parents understood that they were the child's primary teacher and that they can and should be actively involved in the teaching process, be it teaching the names of the number symbols or teaching their child to say "thank you." As a result the parent survey statement of "I am actively participating in the teaching process" was answered yes by 84% of the parents at the end of the 1984-85 school year as compared to 71% prior to 1983.

III. PROJECT EFFECTIVENESS AND ACHIEVEMENT

Preschool children were pre and post tested on the Circus Say and Tell Test (Level A), the Peabody Picture Vocabulary Test-Revised (Form L pretest and Form M post test) and the West Bend Joint School District Early Childhood Screening Readiness Test. In that the West Bend School Districts purpose was to assess the children's language (number of words used in telling a story, number of different words, etc.) according to a criterion as an aid to instruction, the Circus pre and post test dates were September and May as opposed to the January normative data date provided in the manual. The PPVT and Readiness Test pre and post test dates were May and May. Kindergarten students were pre and post tested on the Circus Say and Tell test (Level A) and the Circus Finding Letters and Numbers test (Level A). The pre test was administered in October and the post test in May. Data are combined for the 1982-83, 1983-84 and 1984-85 school years. The results for preschool and for kindergarten are presented in Tables 1 and 2.

TABLE 1
LANGUAGE ACHIEVEMENT RESULTS FOR PRESCHOOL
1982-83, 1983-84 and 1984-85

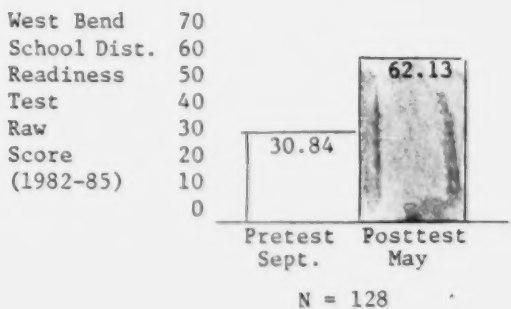
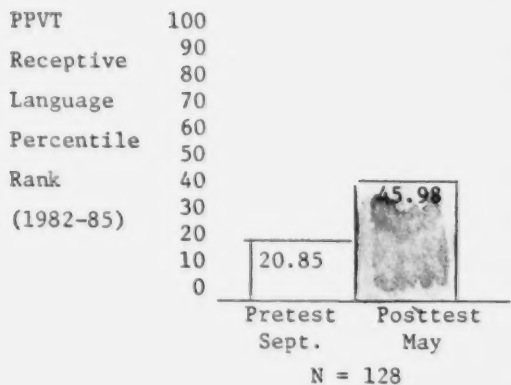
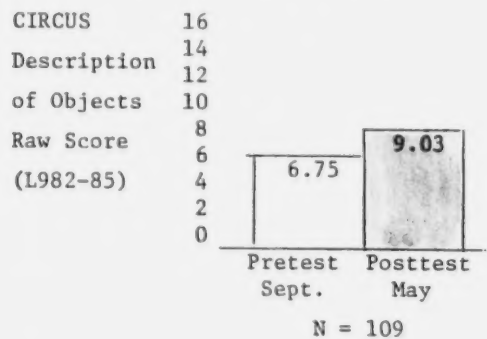
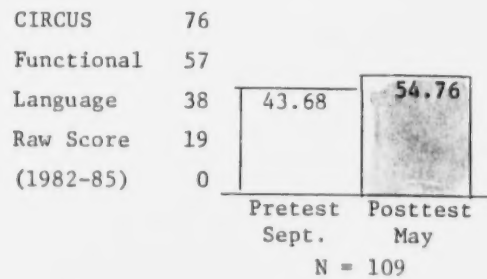
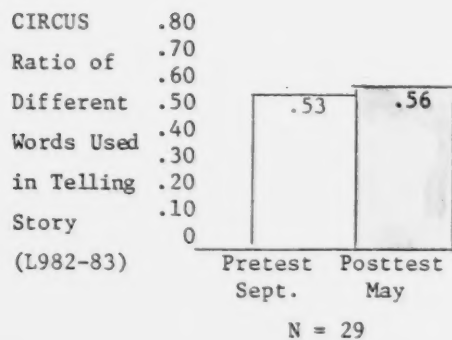
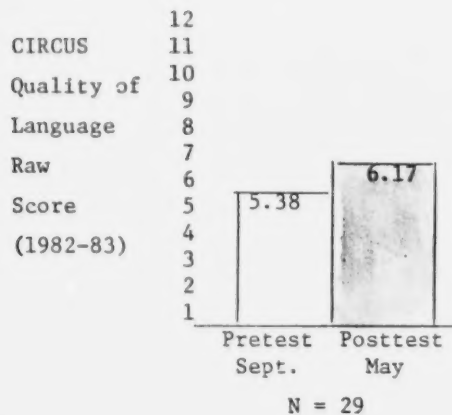
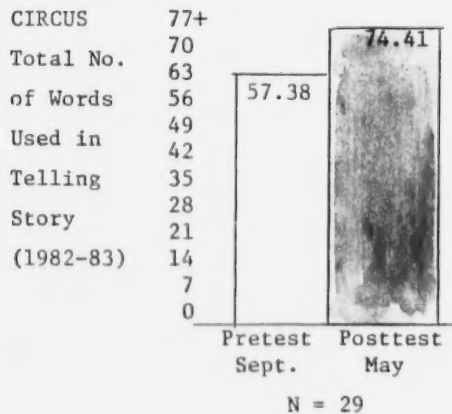
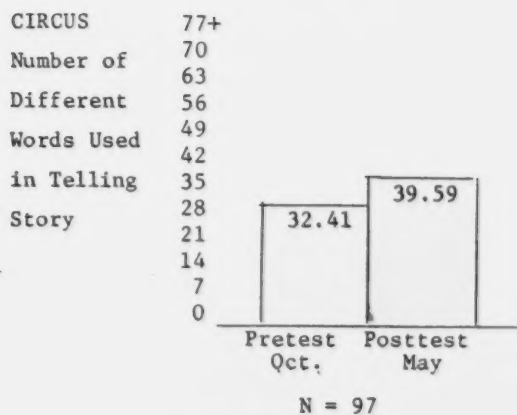
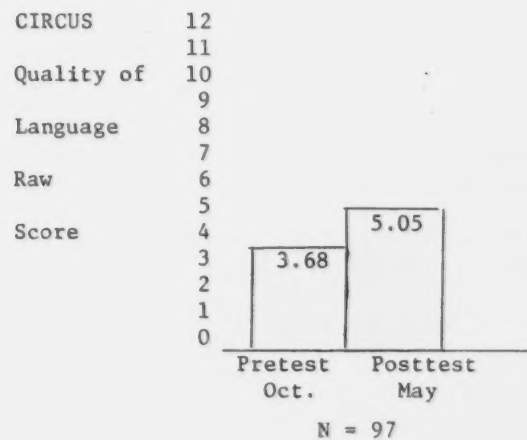
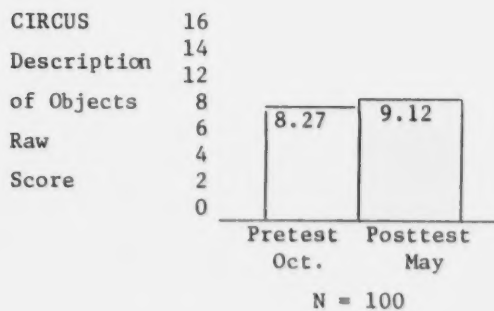
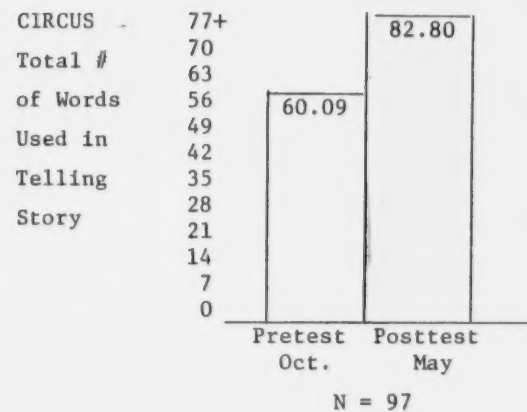
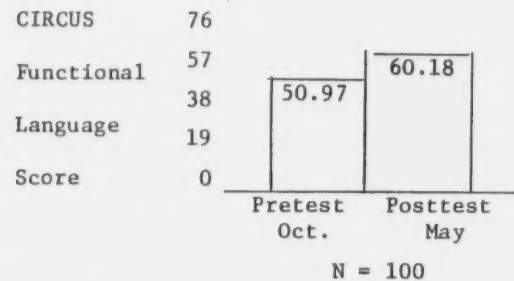
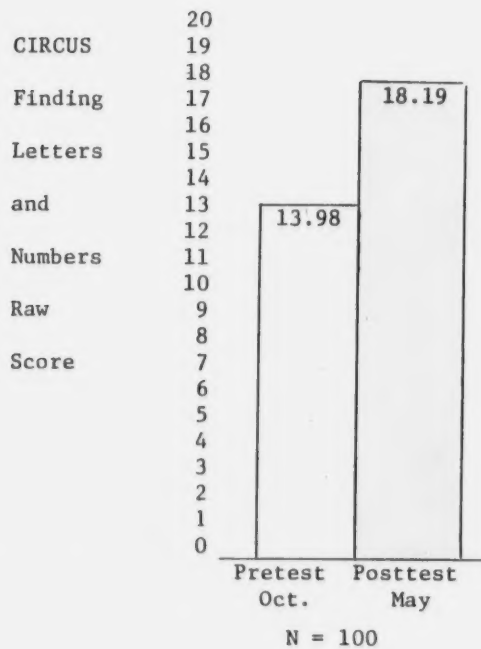


TABLE 2

LANGUAGE ACHIEVEMENT RESULTS FOR KINDERGARTEN

1982-83, 1983-84 and 1984-85



The gains are similar with different groups of students in different program years and are consistent regardless of the home instructor. In some cases there have been slight increases in the mean change scores over the past three years. This may be due to additional staff training on how to improve teaching techniques for the particular skill area. The data for preschool and kindergarten Chapter I children are shown in Tables 3 and 4 respectively. Figures documenting the consistency of gains among home instructors are reported in Table 5.

TABLE 3

Consistency of Preschool Change Scores Over 3 Project Years			
TEST	MEAN CHANGE SCORE		
	1982-83	1983-84	1984-85
CIRCUS Functional Language (Raw Score)	9.45	10.18	12.42
CIRCUS Description of Objects (Raw Score)	1.93	2.78	1.97
West Bend Joint School District Readiness Test (Raw Score)	33.04	32.0	31.54
Peabody Picture Vocabulary Test (Standard Score)	13.0	10.0	12.0

TABLE 4

Consistency of Kindergarten Change Scores Over 3 Project Years			
TEST	MEAN CHANGE SCORE		
	1982-83	1983-84	1984-85
CIRCUS Finding Letters and Numbers	3.58	4.36	4.71
CIRCUS Total Number of Words Used in Telling Story	14.51	20.03	34.13
CIRCUS Number of Different Words Used in Telling Story	6	7.76	7.74
CIRCUS Quality of Language	1.18	1.23	1.71

TABLE 5

Consistency of Mean Change Scores Among Home Instructors During the 1984-85 Program Year

PRESCHOOL				KINDERGARTEN			
		Instructor I		Instructor II		Instructor I	
		Instructor II		Instructor III		Instructor I	
CIRCUS Functional Language	Pre	39.5	48.79			Pre	10.0
	Post	53.7	58.64			Post	19.0
	Change	14.2	9.85			Change	9.0
CIRCUS Description of Objects	Pre	6.4	7.64			Pre	34.0
	Post	9.5	9.43			Post	46.5
	Change	2.1	1.79			Change	12.5
West Bend School District Readiness Test	Pre	31.1	34.53			Pre	46.5
	Post	62.75	65.93			Post	95.5
	Change	31.65	31.40			Change	49.0
Peabody Picture Vocabulary Test	Pre	5.0	10.57			Pre	24.0
	Post	30.2	22.12			Post	39.5
	Change	25.2	11.55			Change	15.5
CIRCUS Finding Letters & Numbers	Pre	10.0	12.2			Pre	4.0
	Post	19.0	18.97			Post	7.5
	Change	9.0	5.57			Change	3.5
CIRCUS Functional Language	Pre	34.0	48			Pre	24.0
	Post	46.5	58.47			Post	39.5
	Change	12.5	10.47			Change	15.5
CIRCUS Total # of Words Used in	Pre	46.5	41.5			Pre	46.5
	Post	95.5	70.4			Post	95.5
	Change	49.0	28.90			Change	49.0
CIRCUS Total # of Different Words Used Telling Story	Pre	24.0	23.4			Pre	24.0
	Post	39.5	35.37			Post	39.5
	Change	15.5	12.27			Change	15.5
CIRCUS Quality of Language	Pre	4.0	2.93			Pre	4.0
	Post	7.5	5.52			Post	7.5
	Change	3.5	2.97			Change	3.5

Each year the parents of Chapter I children complete a survey which provides evaluative data on the Child-Parent Interaction Program. The results of the Parent Survey are contained in Table 6. The results are consistent across home instructors and project years with the exception of two items. The response to the statement "I am actively participating in the teaching process" was answered "yes" by 71% of the parents at the conclusion of the 1978-84 school years and 84% of the parents during the 1984-85 program year. This increase was attributed to improved staff and parent training. Likewise, the statement "I take adequate time to work with my child, as much as the instructor seems to want" was responded to positively by 63% of the parents from 1978-84 and by 83% of the parents at the end of the 1984-85 school year. Again, presumably the improvement was due to better staff and parent training.

TABLE 6

Parent Evaluation of the Child-Parent Interaction Program
(1978 - 1985)

	Yes	No	Unsure
1. Rate the home lessons on a one to five scale (1=the lessons are enjoyable and profitable for my child, 5=the lessons are a waste of time). (N=154) 5 - 82% 4 - 12% 3 - 5% 2 - 1% 1 - 0%			
2. My child's comments about the home lessons are: (N=133) Positive - 88% Neutral - 11% Negative - 1%			
3. My child's comments about the preschool group session are: (N=170) Positive - 79% Neutral - 10% Negative - 1%			
4. How often do you work on activities suggested by the home instructor? (N=160) Never - 0% 1-3 Days a Week - 39% 4-7 Days a Week - 61%			
5. Parents and school personnel should work together to help each child develop to his fullest potential. (N=167)	96%	1%	3%
6. My child is being taught at an appropriate level for him/her. (N=176)	93%	1%	6%
7. I like having the instructor come to my house. (N=150)	95%	1%	5%
8. I am actively participating in the teaching process. (N=141)	74%	21%	5%
9. I can teach my child many, if not all the tasks that our home instructor requests. (N=105)	78%	11%	11%
10. I take adequate time to work with my child as much as the instructor seems to want. (N=139)	66%	11%	23%
11. The program is helping my child learn various tasks and gain new experiences as noted by my observations, his teacher's comments, my activity sheets, etc. (N=151)	98%	0%	2%
12. Concerns my child and I are learning will carry through my son's/daughter's later years. (N=132)	97%	1%	2%
13. My home instructor keeps me adequately informed on services and information regarding preschool children. (N=93)	95%	0%	5%
14. My home instructor adequately answers questions regarding my child's progress. (N=93)	98%	0%	2%
15. This has been an overall positive experience for my child. (N=93)	98%	0%	2%

Data were also obtained for the percent of home lessons completed and preschool group sessions attended during the past three years. The figures are contained in Table 7.

TABLE 7

Percent of Home Lessons and Preschool Group Sessions Attended

	1982-83	1983-84	1984-85
PreK Instructor I	93.93%	91.84%	92.59%
PreK Instructor II	95.49%	97.96%	91.63%
PreK Instructor III	94.92%	93.72%	90.59%
Total PreK Home Lessons Completed	94.99%	95.09%	91.15%
PreK Group Sessions Attended	88.60%	89.67%	93.19%
Kdgn Instructor I	88.52%	82.46%	95.83%
Kdgn Instructor II	87.66%	86.16%	94.19%
Kdgn Instructor III	96.21%	91.35%	88.02%
Total Kdgn Home Lessons Completed	90.70%	86.86%	90.61%

In that other Wisconsin preschool and kindergarten Chapter I projects do not necessarily follow comparable evaluation plans, there is no state data base to compare the West Bend Joint School District gains to other programs across the state. Comparisons to the national norms for all children on the Peabody Picture Vocabulary Test, and local data for the Circus tests and the West Bend Joint School District Readiness Test have been provided in this report.

In regard to sustained gains, data has been collected for students who participated in the preschool program during the past nine years as can be noted from the data provided in Table 8. The Peabody Picture Vocabulary Test preschool pretest score has necessarily been included in the sustained gains data, in that the percentile rank for the sample group of children entering the preschool program has declined over the past nine years.

TABLE 8								
SUSTAINED GAINS REPORT								
Percentile Rank of Students Served in the Chapter I Preschool and in Subsequent Years When Not Receiving Services								
Year Enrolled in Preschool	Preschool Pre Test	Preschool Post Test	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1984-85	13% N=27 PPVT	44% N=27 PPVT	35% N=27 Metro					
1983-84	18% N=27 PPVT	36% N=27 PPVT	44% N=27 Metro					
1982-83	20% N=34 PPVT	47% N=34 PPVT	39% N=34 Metro					
1981-82	5% N=11 PPVT	57% N=11 PPVT	48% N=11 Metro		40% N=11 CTBS			
1980-81	29% N=16 PPVT		57% N=16 Metro		34% N=16 Stanford			
1979-80	39% N=23 PPVT		51% N=23 Metro		70% N=23 Stanford			
1978-79	36% N=16 PPVT		60% N=16 Metro		68% N=16 Stanford			53% N=16 CTBS
1977-78	35% N=14 PPVT		65% N=14 Metro		66% N=14 Stanford			52% N=14 Stanford
1976-77	32% N=15 PPVT		64% N=15 Metro	53% N=15 Stanford				52% N=15 Stanford

To summarize, achievement results exceed the results of prior years for the preschool and kindergarten children enrolled in the Child-Parent Interaction Program. The increase in the mean change scores over the past three years for kindergarten children was noted on Table 4 which was previously presented.

Although the preschool mean change scores were relatively consistent over the last three years, one can note that the class percentile rank for the children on the Peabody Picture Vocabulary Test, prior to their participation in the program has declined during the past three years from the twentieth percentile to the thirteenth percentile. Therefore, despite the lower entrance scores of the children, the expected gains in terms of mean change scores were still obtained.